**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:** | | | **Date(s)**: |
| **Unit Title: Count numbers 0 to 30** | | | | **Corresponding Unit Task: Task 1 – Count On (Day 3)** | | |
| **Essential Question(s): What does a number represent? How do we use numbers? How are numbers arranged?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Song: Greg and Steve Number Rock**  **Bubble Wrap**  **Bubbles** | | **Student:** | | | **Count**  **Count On** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).** | | | | | |
| **I Can Statement(s): I can count to at least 20 and begin counting at a given number to 20.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher introduces Greg and Steve song The Number Rock and teacher points to numbers during the song while everyone sings. | | | | | |
| **Teacher Directed: Teacher introduces bubble wrap and pops 15 bubbles. She then counts on verbally to 20. She does this several times stopping at various numbers to count on to 20.** | | | | | |
| **Guided Practice: The teacher will pop various numbers of bubbles as the children count with her. Together, everyone will count on to 20.** | | | | | |
| **Independent Practice: The teacher will pop a certain number of bubbles while everyone counts. She will call a student up to name the next number while popping a bubble. Students will take turns coming up, naming the next number and popping a bubble until everyone has had at least one turn.** | | | | | |
| **Closing/Summarizing Strategy: Teacher blows bubbles while students count them and then counts on to 20.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Use numbers higher than 20. * Write the numbers. | | | * Use smaller number than 20. | | | * Model the task. |
| **Assessment(s): Teacher observation** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |